

K-12 Achievement Standards Teacher's Guide

to

Health



Idaho Standards for Achievement

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Idaho's Standards for Excellence

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767. HEALTH STANDARDS.

01. Health Education. Health education enables students to obtain, apply, and benefit from health information, services, and skills in ways that enhance the individual and society. Health knowledge and its applications enhance the ability to achieve life goals. Health is a dynamic process that includes emotional, mental, physical, social, environmental, and spiritual dimensions.

02. Instruction In Human Sexuality. Instruction in the areas of human sexuality are ultimately governed by Sections 33-1608 through 33-1611, Idaho Code:

- a. Section 33-1608, Idaho Code – Family life and sex education – legislative policy.
- b. Section 33-1609, Idaho Code – “Sex education” defined.
- c. Section 33-1610, Idaho Code – Involvement of parents and community groups.
- d. Section 33-1611, Idaho Code – Excusing children from instruction in sex education.

e. Throughout the Health Standards section the term “STDs” (Sexually Transmitted Disease) includes HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome).

768. HEALTH STANDARDS – KINDERGARTEN, SECTIONS 769 THROUGH 773.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

769. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire the essential skills to lead a healthy life.	a. Describe exercise.	<ol style="list-style-type: none">i. Name ways to exercise at school, at home, at play, while you do chores.ii. List positive effects of exercise.iii. Complete an exercise goal with your class.
	b. Recognize the role of germs in spreading disease.	<ol style="list-style-type: none">i. Read a book that talks about germs (<u>Body Battles</u> and <u>Germs Make Me Sick</u>).ii. Share ways germs can be spread.iii. Identify how cleanliness and other good health habits will help prevent disease.
	c. Recognize safety signs and procedures at home, school, and around the neighborhood.	<ol style="list-style-type: none">i. Put safety signs up around the classroom and discuss them.ii. Take a neighborhood walk and be a detective finding signs as you go.iii. Identify hazards and safety rules from home, school, bus, auto, and pedestrian.
	d. Describe how each person experiences a variety of feelings and moods.	<ol style="list-style-type: none">i. Read a book talking about emotions and feelings.ii. Appropriately role-play situations dealing with feelings and discuss them.

	e.-1. Differentiate between helpful and harmful drugs.	i. Recognize the relationship between drugs and medicines. ii. Identify poison symbols.
	e.-2. Identify medicines/drugs, their safe use, and safe places.	i. Discuss medicine safety rules.
	f. Differentiate between healthy and unhealthy foods.	i. Identify where foods come from (plants, animals). ii. Recognize how food and water help the body grow. iii. Explain the importance of breakfast/snacks. iv. List healthful snacks.
	g. Identify body parts.	i. Name body parts.
	h. Describe the family.	i. Identify different rules and responsibilities of each family member. ii. Tell ways to help family members. iii. List ways families change.
	i. Identify health products commonly used.	i. Identify health products we use daily (shampoo, toothpaste, soap). ii. Role-play good health habits.
	j. Identify healthy environment.	i. Tell what a neighborhood is. ii. Explain how we work together as a school and neighborhood.

770. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Explain that germs are everywhere and are invisible.	i. Define a germ. ii. Share where germs can be found even though they cannot be seen.
	b. Identify acceptable and unacceptable behavior.	i. Explain what respect is. ii. Share ways to work out conflicts.
	c. Discuss how to make a wise responsible choice.	i. Recognize people who can help make responsible choices. ii. Role-play situations where decisions need to be made.
	d. Recognize risky behaviors.	i. Discuss behaviors that can affect your health (seat belts, drugs, helmets, and other safety issues).

771. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to use communication skills to enhance health.	a. Identify the ways a person expresses feelings and moods.	i. List a variety of feeling words (happy, sad, angry). ii. Identify ways of sharing feelings. iii. Explain that we need to acknowledge our feelings.

	b. Demonstrate appropriate ways to say no.	i. Share how to ask for things you want. ii. Identify different ways of dealing with situations as they arise.
	c. Identify “verbal” and “nonverbal” communication skills.	i. List ways to communicate.

772. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Identify health products (soap, shampoo, toothpaste).	i. Name health products you have seen in advertisements.
	b. Identify poison symbols (Mr. Yuck, skull, crossbones).	i. Recognize labels on various health products.
	c. Identify health workers.	i. Name health workers in the community. ii. Invite health professionals to speak to the class.

773. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Identify feelings.	i. Define feelings. ii. Role-play situations that will illustrate different emotions.
	b. Identify that each person experiences different feelings and moods.	i. Read a book about a disabled person and discuss how their wants and desires are the same as ours. ii. Discuss how all people are worthwhile. Introduce the concept of “compassion” and “empathy.”
	c. Explore the benefits of play.	i. Tell activities that you can enjoy. ii. Share safe ways to play and exercise.
	d. Recognize trusted adults who can provide assistance.	i. Discuss and introduce those people who you can talk with about problems.

774. -- 776. (RESERVED).

777. HEALTH STANDARDS - GRADE 1, SECTIONS 778 THROUGH 782.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

778. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire the essential skills to lead a healthy life.	a. Identify the difference between exercise and stretching.	i. Tell exercises to do to warm up. ii. Explain why we need to exercise.
	b. Tell how germs are spread and describe how the body fights diseases.	i. Discuss germs and ways to prevent the spread of common diseases. ii. Demonstrate proper techniques for hand washing. iii. Describe ways to stay well.
	c. Identify safety procedures.	i. List ways to stay safe in these situations: pedestrian, car, fire, gun, stranger, and water. ii. Describe first aid skills for some injuries (cuts, nosebleeds, bee sting).
	d. Explain a variety of emotions and understand that they can be managed successfully.	i. Identify feelings and recognize that all people have feelings. ii. Recognize that feelings can change and that people have ways of changing how they feel.
	e. Differentiate between over-the-counter and prescription drugs.	i. Show some over-the-counter medications and discuss how they are purchased. ii. Demonstrate what a prescription label looks like and name who can prescribe it.
	f. Explain how the use of known and unknown substances can be hazardous.	i. Define the word "drug." ii. Demonstrate how drugs can look like candy. iii. Discuss the effects of alcohol and tobacco on the body. iv. List common household products that are poisonous.
	g. Recognize a nutritional diet is necessary to maintain a healthy body.	i. Introduce the food pyramid. ii. Recognize the need for food variety. iii. Understand how food and water make the body grow.
	h. Describe how a person can take care of different body parts.	i. Develop personal responsibility for grooming and cleanliness. ii. Explain proper dental hygiene.
	i. Describe each person's contribution to the family.	i. Discuss ways families are unique and special. ii. Identify the different rules and responsibilities children have in the family. iii. Tell what to do if you have family changes.
	j. Identify the use of health products.	i. Name health products. ii. Identify commercials and advertisements that influence choices. iii. Identify ways to be a safe consumer of health products.

	k. Describe pollution.	i. List types of pollution (land, water, noise, air).
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779. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Recognize that germs cause disease.	i. Understand how germs can make people sick. ii. Discuss how germs get in food. iii. Tell how to protect yourself and others from germs.
	b. Explain the necessity for rules for acceptable and unacceptable behavior.	i. Discuss the importance of school and family rules. ii. Share how inappropriate behaviors affect friendships.
	c. Determine how to make a responsible choice.	i. List people who can help you to make wise choices. ii. Role-play situations involving "choices."
	d. Discuss risky behaviors.	i. Model behaviors that would reduce risky behaviors and promote acceptable behaviors.

780. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to use communication skills to enhance health.	a. Share positive ways to express feelings.	i. Demonstrate ways to appropriately share feelings.
	b. Identify refusal and decision-making skills.	i. Display a decision-making wheel (taking turns, sending "I" messages) and practice using them in situational role-playing.
	c. Demonstrate communication skills.	i. Demonstrate "verbal" and "nonverbal" communication skills (body language, tone of voice, expressions).

781. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Identify examples of health products.	i. Name health products commonly used. ii. Describe the uses and benefits of some health products.
	b. Identify labels on health products.	i. Recognize labels on various health products.

	c. Recognize roles of health workers in the school and community.	i. Invite the school nurse, counselor, or SRO into classroom. ii. Invite community health workers into the classroom (fire department, pharmacist, paramedic).
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782. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Demonstrate feelings.	i. Role-play situations and appropriate ways of dealing with feelings involved.
	b. Identify how each person is unique and worthwhile, both physically and emotionally.	i. Discuss that all people are unique, worthwhile, and special. ii. Create "I am special" books, notes, cards, etc.
	c. Describe physical activities one enjoys.	i. Explain why one needs to get adequate exercise. ii. Describe how exercise enhances the wellness of the body (heart, lungs, muscles, and skeleton). iii. Describe what it means to exercise safely.
	d. Recognize trusted adults who can provide assistance.	i. Name adults who can help with problems.

783. -- 785. (RESERVED).

786. HEALTH STANDARDS - GRADE 2, SECTIONS 787 THROUGH 791.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

787. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire the essential skills to lead a healthy life.	a. Describe the concepts of fitness and wellness.	i. Explain the effects of exercise on the body. ii. Explain the importance of exercise to good health.
	b. Recognize body signals that indicate sickness or wellness.	i. List symptoms and causes of common illnesses. ii. Explain how you feel when you are sick versus well.
	c. Identify the rules and procedures for safe living.	i. List reasons for following safety rules and the importance of safety personnel in various situations: traffic, pedestrian, fire, water, automobile, bicycles, home, and if one is lost. ii. Discuss emergency safety procedures for natural disasters.

	d. Identify personal emotions, how they are expressed, and appreciate the consequences of behavior choices.	i. Discuss emotions and how they are expressed. ii. Role-play consequences of behavior choices.
	e. Identify tobacco, alcohol, medicines, and other drugs.	i. Explain why medicines are drugs. ii. Reinforce the definitions of tobacco, alcohol, and other drugs.
	f. Explain the reasons for wise food selection.	i. Explain the importance of food to growth and good health. ii. Study food groups in the food guide pyramid. iii. List nutritional snacks.
	g. Identify physical characteristics of growth and development.	i. Tell how different body parts change as you grow. ii. Explore the characteristics of growth.
	h. Explain ways family membership changes.	i. Discuss ways families can change (divorce, new baby, death, remarry). ii. Describe ways to cope with family changes.
	i. Identify how to choose a health product.	i. Discuss advertisement for complete and truthful information. ii. Explore labeling to determine health products.
	j. Describe the characteristics of a healthful environment.	i. Identify sources of air, water, land, and noise pollution. ii. Learn how to reduce, reuse and recycle.

788. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Recognize ways illness is spread.	i. Simulate the spread of germs. ii. Describe how infections occur. iii. Tell how to protect yourself and others from germs.
	b. Identify consequences for one's own behavior.	i. List consequences for negative behaviors. ii. List the benefits of positive behaviors.
	c. Identify temptations, curiosity, peer influence, and harmful risk-taking.	i. List situations involving temptations, curiosity, peer influence, curiosity, and harmful risk-taking. ii. Role-play situations involving temptations, peer influence, and harmful risk-taking.
	d. Identify behaviors that put a person at risk.	i. Make a safety poster showing safe behaviors in risky situations. ii. Relate positive behaviors in risk-taking situations.

789. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to use communication skills to enhance health.	a. Identify ways to show respect for self and others.	i. Role-play ways to show respect. ii. Explain how to deal with winning and losing.
	b. Describe refusal and decision-making skills.	i. List refusal and decision-making skills. ii. Role-play refusal and decision-making skills.
	c. Demonstrate how to communicate with friends.	i. Describe how to communicate in a positive manner. ii. List ways to communicate non-verbally.

790. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Identify age-appropriate health care items.	i. Name age appropriate health care products. ii. Choose safe and healthful products for one's age.
	b. Identify the different components of a health product label.	i. Show where to find instructions, contents, and warnings on a label.
	c. Identify community health workers and their roles.	i. Match community health workers to their jobs. ii. Invite community health workers to discuss their jobs.

791. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Identify actions that relate to emotions.	i. Discuss actions that may occur with different emotions. ii. Role-play appropriate actions that demonstrate emotions (verbal, non-verbal).
	b. Recognize that people are unique and worthwhile, both physically and emotionally.	i. Describe how you are unique. ii. Describe how you are unique and the same as others. iii. List worthwhile physical and emotional characteristics.
	c. Discuss benefits of exercise and how it can enhance mental and emotional health.	i. List benefits of exercise. ii. Explore ways that exercise can enhance mental and emotional health.
	d. Identify safe environments.	i. List characteristics of a safe environment. ii. Draw a picture of a place one would feel safe. iii. Tell safety rules to protect yourself.

792. -- 794. (RESERVED).

795. HEALTH STANDARDS - GRADE 3, SECTIONS 796 THROUGH 800.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

796. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire the essential skills to lead a healthy life.	a. Recognize the importance of fitness for overall wellness.	i. List components of fitness (strength, flexibility, endurance). ii. Explain individual needs for exercise, relaxation, and sleep.
	b. Describe diseases and disorders.	i. Identify characteristics of diseases. ii. Identify characteristics of disorders.
	c. Identify and practice rules and procedures for safe living.	i. Develop a plan to handle emergency situations at home. ii. Develop a plan for natural disaster situations that may occur at home.
	d. View each person as a unique and special human being whose behavior can enhance or detract from a group, family, or community.	i. Discuss how each person is unique and special. ii. Describe how your behavior can affect others.
	e. Identify reasons why drugs and medicines are misused and abused.	i. Explain the effects of drugs on the body. ii. Discuss when people should take medicines. iii. Tell wrong ways to use medicines.
	f. Identify the relationship between nutrition and well-being.	i. Define a balanced diet. ii. Classify and list foods according to their principal nutrients. iii. Relate nutrients to well-being.
	g. Explore how the body changes as one grows.	i. Define body systems and how they change as you grow. ii. Make a timeline of how a body changes.
	h. Adjust to family changes in healthful ways.	i. Practice skills in coping with family changes (divorce, new baby, death). ii. Discuss positive emotions needed for family changes.
	i. Identify how health information, products, and services are made available.	i. Identify common techniques in advertising toward children. ii. Know how to read and follow directions on labels.
	j. Identify the effects of pollution on the environment.	i. Describe personal actions that affect your environment in a positive way. ii. Practice ways to make play and work areas safe and clean.

797. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Recognize ways of limiting the spread of illness.	i. Discuss proper techniques to avoid the spread of illness. ii. Make posters depicting good hygiene.
	b. Identify how behavior affects physical, mental, and emotional health.	i. Describe how negative behaviors affect overall health. ii. Describe how positive behaviors affect overall health. iii. List personal behaviors that enhance your mental and emotional health.
	c. Demonstrate methods of dealing with temptations, curiosity, peer influence, and harmful risk-taking.	i. Discuss safe methods of dealing with temptations and curiosity. ii. Model methods of dealing with peer influence and harmful risk-taking.
	d. Identify risky behaviors present within family, friendships, and the community.	i. Describe risky behaviors. ii. Relate risky behaviors to family, friends, and community.

798. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to use communication skills to enhance health.	a. Describe how behaviors are affected by others' feelings.	i. Discuss sharing feelings. ii. Show how feelings affect those around them.
	b. Demonstrate refusal and decision-making skills.	i. Describe refusal and decision-making skills. ii. Practice refusal and decision-making skills.
	c. Explain effective ways families, friends, and communities communicate.	i. List ways families communicate. ii. Show different ways friends communicate. iii. Explore ways communities communicate (schools, churches, organizations).

799. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Identify different types of health services.	i. List different health services. ii. Visit different health services. iii. Explore different health services on the Internet.
	b. Describe the need to follow directions on product labels.	i. Identify and show where to find directions on a product label. ii. Describe the results that may happen when not following directions on product labels.

	c. Explore various health care careers.	i. Interview various health care professionals. ii. Invite various health care professionals to class.
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800. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Describe appropriate actions in response to one's own emotions.	i. List appropriate actions dealing with your emotions. ii. Draw a picture of your emotional response to specific actions.
	b. Identify ways that people are unique and worthwhile, both physically and emotionally.	i. List qualities that make people unique or different.
	c. Recognize the benefits of exercise and how it enhances mental and emotional health.	i. Explain the role of exercise in the promotion of good health. ii. Create an exercise routine with a warm up activity and cool down.
	d. Describe ways of keeping one's self safe.	i. Describe safety rules to protect self. ii. Describe your role in emergency situations.
	e. Recognize the impact of drug use.	i. Explain reasons you should be drug free. ii. Tell ways tobacco, alcohol, and drugs could harm your health.

801. -- 803. (RESERVED).

804. HEALTH STANDARDS - GRADE 4, SECTIONS 805 THROUGH 809.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

805. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire the essential skills to lead a healthy life.	a. Describe the influence of rest, food choices, exercise, sleep, and recreation on a person's well-being.	i. Explain the difference between rest and sleep and why the body needs them. ii. List ways in which regular exercise and recreation benefit the body. iii. Develop a chart of food sources that impact a person's well-being (the food pyramid).
	b. Identify characteristics and causes of diseases and disorders.	i. Differentiate between communicable and non-communicable diseases. ii. Discuss the treatment of diseases. iii. Identify common ways to avoid getting communicable diseases.
	c. Recognize a safe environment and demonstrate readiness skills that deal with emergency situations.	i. Explain safety measures to prevent unintended injuries. ii. Describe proper procedures for emergency situations.

	d. Identify the range of emotions experienced and the connection between our minds and bodies.	i. Role-play different emotions and the correct behaviors or responses. ii. Chart the various emotions and their physical responses.
	e. Identify substances, their use, and abuse.	i. Describe the effects of alcohol, tobacco, and other drugs on the body. ii. List the short and long-term effects of alcohol, tobacco, and other drugs.
	f. Identify the nutritional benefits of different foods.	i. Explain the body's need for nutrients. ii. Identify the six nutrients and their uses. iii. Create a diet that is balanced according to the nutrient content of foods.
	g. Recognize growth and development as a life-long process.	i. Identify the major body systems and their basic functions. ii. Discuss factors that affect your growth and development.
	h. Describe the role of families and friends have in affecting our health.	i. Explain how peers and family members affect behaviors. ii. Tell how family roles might adjust to changes in situations (illness, divorce, death, moving).
	i. Determine factors involved in selecting and using health information, products, and services.	i. Explain the role of community health agencies in protecting the health and safety of the community. ii. Describe what health professionals do.
	j. Determine factors that influence the health of our environment.	i. List reasons to control/stop pollution. ii. Identify causes of water, air, and land pollution.

806. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Describe the healthy living habits that can reduce the risk of illness and injury.	i. Recognize safety hazards and identify ways to correct them. ii. Create a chart or poster listing safety rules that may be used at home or with younger students. iii. List those things that help us stay healthy (nutrition, exercise, stress relievers).
	b. Recognize how the actions of one person can affect the behavior of another.	i. List strategies and role-play resisting negative peer pressure. ii. Identify behaviors that communicate care, consideration, and respect of self and others. iii. Reinforce character traits with weekly/monthly discussions.

	c. Identify high-risk situations and behaviors that pose a risk to one's self and others.	i. Practice refusal skills. ii. Explain the need for sound decisions concerning drug use. iii. Tell ways to keep from abusing drugs. iv. Tell how a person who abuses drugs can be helped.
	d. Identify the impact of risky behaviors on personal and family health.	i. Identify strategies of conflict resolutions. ii. Explain how to know if decisions you make are responsible.

807. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to use communication skills to enhance health.	a. Identify the causes and effects of conflict in schools and families.	i. List school rules and why they are necessary for student safety. ii. Explain why family guidelines are important. iii. Tell ways you can cooperate with your family members.
	b. Demonstrate refusal and decision-making skills as they relate to substance use and abuse.	i. Role-play effective ways to resist peer pressure to use drugs. ii. Give reasons for saying NO to drugs.
	c. Identify interpersonal communication skills that can be used to build interactions between family, friends, and community.	i. Identify what respect is and how to earn it as well as show it toward others. ii. Discuss three ways in which people communicate feelings. iii. Practice communication skills.

808. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Identify reliable sources of personal health information, products, and services.	i. List various sources of reliable health services including the Internet. ii. Tell how to check your sources of health services. iii. List influences that shape the way families select and use health information, products, and services.
	b. Recognize how the media influences one's thinking in relation to mental and emotional health, nutrition, and substance abuse.	i. Identify ways the media influences health information, products, and services. ii. Tell how you can evaluate ads and commercials for health products.
	c. Identify the different community agencies that promote the health and well-being of personal environment.	i. List the different health and wellness agencies and their functions in the community. ii. Identify agencies and groups that can be resources for people to get help for different health problems.

809. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Recognize healthy ways to express personal emotions and feelings.	i. Explain the effects of peer pressure on your emotions and feelings. ii. Show in an authentic situation correct emotional responses.
	b. Identify ways to maintain a healthy outlook in the presence of diseases and/or disabilities.	i. Identify adaptations that can be made to promote physical fitness for people with diseases and/or disabilities.
	c. Identify physical activities that promote fitness and the relief of mental and emotional tensions.	i. Describe exercises for strength, flexibility, and endurance. ii. Discuss how physical activity reduces body tensions.
	d. Take responsibility for the safety of one's self and others.	i. Role-play situations that require you to follow safety rules and guidelines for yourself and others. ii. Show responsibility for safety in an activity situation. iii. Tell how one person's behavior can help or harm others.
	e. Identify ways to avoid negative social influences and pressures to use alcohol, tobacco, and other drugs.	i. Make a poster of refusal skills you can use to resist the influence to use alcohol, tobacco, and other drugs. ii. Role-play refusal skills to resist the use of alcohol, tobacco, and other drugs in different situations.

810. -- 812. (RESERVED).**813. HEALTH STANDARDS - GRADE 5, SECTIONS 814 THROUGH 818.**

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

814. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire the essential skills to lead a healthy life.	a. Explain the importance of an active lifestyle leading to life-long health.	i. Discuss ways to care for your body (skin, hair, nails, vision, and hearing). ii. Identify when to have medical checkups. iii. Discuss the benefits of physical activity.
	b. Describe characteristics and causes of diseases and disorders.	i. Identify causes of infectious and noninfectious diseases. ii. Chart symptoms of diseases. iii. Tell ways to reduce the risk of getting a disease.

	c. Describe basic first aid and safety rules.	i. Explain why you should follow safety guidelines both at home and school. ii. Identify first aid skills and techniques (bandaging cuts, broken bones, and performing the Heimlich hug).
	d. Identify emotions that accompany physical growth and development.	i. Explain how to manage your emotions. ii. Discuss ways emotions can affect your health. iii. Talk about body changes that occur with different emotions.
	e. Identify the effects of substances and their use and abuse.	i. Discuss the effects of alcohol, tobacco, and other drugs. ii. Discuss the safe use of prescription and over-the-counter (OTC) drugs. iii. Role-play situations of being able to stay drug free.
	f. Identify the strategies for developing healthy eating habits.	i. Name the numbers of servings you need every day from each food group in the Food Guide Pyramid. ii. Explain how to read and use food labels to find nutritional facts. iii. Discuss guidelines to use when ordering food at a fast food restaurant.
	g. Recognize factors that affect growth and development.	i. Explain how exercise and a proper diet help growing bodies. ii. Describe how individuals develop at different rates and what they experience as they change.
	h. Identify environmental health issues and their relationship to a healthy lifestyle.	i. List examples of the three R's (reduce, reuse, recycle) of improving the environment. ii. Explain how the spread of disease can be controlled or prevented. iii. Describe how water, air, and land pollution can affect people's health.

815. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Evaluate healthy living habits that can reduce the risk of illness and injury.	i. Describe how exercise benefits the respiratory and circulatory systems. ii. Recognize and reduce hazards that lead to unexpected injuries. iii. Identify the importance of making healthful food choices. iv. Recognize the relationship between lifestyle choices and the risk of developing some diseases.
	b. Describe behaviors/consequences of drug use.	i. Invite a substance abuse counselor/law enforcement personnel to speak to class on consequences of drug use.

	c. Identify strategies for resisting substance abuse.	i. List reasons to stay drug free. ii. Explain how the misuse of illegal drugs can harm the body. iii. Explore how drug abuse can interfere with activities and goals.
	d. Explain the impact of risky behaviors on personal and family health.	i. Discuss ways your family influences your health. ii. Identify and list habits to choose now to live in a healthful way.

816. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to use communication skills to enhance health.	a. Explain the causes and effects of conflict in schools and families.	i. Recognize situations that can lead to violence. ii. Identify skills used to resolve conflicts. iii. Practice ways to avoid conflict.
	b. Demonstrate refusal and decision-making skills that enhance personal relationships including substance use and abuse.	i. Identify strategies for making and keeping friends. ii. Explain how to deal with peer pressure. iii. Create steps for a peer mediation process.
	c. Describe how interpersonal communication skills can be used to build interactions between family, friends, and community.	i. Explain how you can show respect for other people. ii. Talk about ways to encourage other people to take responsibility for their health.

817. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Explain the validity of health information, products, and services.	i. Discuss ways to make wise choices about health products and services and how the family can influence those decisions. ii. List organizations that help communities prepare for and respond to emergencies. iii. Describe the role of consumer advocate groups.
	b. List ways the media influences one's thinking in relation to mental and emotional health, nutrition, and substance abuse.	i. Discuss ad appeals that try to influence your choices. ii. Discuss kinds of technology you can use to learn about health. iii. Tell why you need to have media literacy.
	c. Describe community factors that promote wellness, safety, and disease prevention.	i. Explain the importance of choosing health care products wisely. ii. Compare school rules with home rules for practicing safety. iii. List care providers for diseases and disorders.

818. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Identify skills that positively control and express personal emotions and feelings.	i. Role-play using "I" messages to express feelings. ii. Discuss ways emotions can affect your health. iii. Explain how to bounce back from hard times. iv. Learn effective strategies for dealing with uncomfortable feelings.
	b. Identify and practice effective strategies for stress management.	i. List strategies for stress management. ii. Describe different types of coping skills.
	c. Describe how recreational and leisure time activities promote physical fitness and relieve mental and emotional tensions.	i. Describe ways physical exercise relieves stress. ii. List lifetime sports you enjoy. iii. List activities that can help you be physically fit.
	d. Define emotional safety.	i. Discuss situations where you feel emotionally secure. ii. Describe body reactions to unsafe situations (increased heart rate, rapid breathing, sweating).
	e. Identify behaviors that influence the use of alcohol, tobacco, and other drugs.	i. Analyze advertisements for alcohol and tobacco products. ii. Define addiction. iii. Discuss issues revolving around peer pressure.

819. -- 821. (RESERVED).

822. HEALTH STANDARDS - GRADE 6, SECTIONS 823 THROUGH 827.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

823. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire the essential skills to lead a healthy life.	a. Identify the influence exercise has in developing a healthy system.	i. Identify target heart rate. ii. Identify the difference between resting heart rate, target heart rate, and recovery heart rate. iii. Describe the components of exercise (frequency, duration, intensity, mode).
	b. Identify prevention, causes, and treatment of diseases and disorders.	i. Identify lifestyle diseases and their causes and treatment. ii. Identify eating disorders.
	c. Demonstrate and be able to apply basic first aid and safety rules.	i. Demonstrate basic first aid. ii. Discuss personal safety rules.

	d. Describe emotions that affect personal health.	i. Assess the value of relaxation techniques. ii. Define basic emotions and how they affect decision-making.
	e. Identify the choices and consequences related to abuse of alcohol, tobacco, and other drugs.	i. Describe the effect on the body of alcohol, tobacco, and drugs. ii. Discuss the behaviors and consequences of drug-related choices. iii. Role-play alternative strategies related to the use of alcohol and other drugs.
	f. Apply strategies for developing healthy eating habits.	i. Evaluate the average "American teen" diet. ii. List the daily food intake. iii. Compare caloric intake with caloric expenditure.
	g. Identify the functions and characteristics of the major body systems.	i. Label the major body systems. ii. Role-play the functions of the body systems (moving food through digestive system, blood flow through circulatory system). iii. Discuss the interaction of all body systems.
	h. Discuss and evaluate the importance of healthy relationships.	i. Describe a healthy relationship. ii. Role-play various characteristics of a healthy relationship. iii. Invite a school counselor to lead a group discussion concerning the importance of healthy relationships.
	i. Examine factors involved in selecting and using health information, products, and services.	i. Compare and contrast health products. ii. Create a multimedia presentation on health services available in your community.
	j. Describe environmental health issues and their relationships to a healthy lifestyle.	i. Discuss the environmental issues in the community. ii. Demonstrate recycling. iii. Visit the local landfill or water treatment plant.

824. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Identify risk factors for illness and injuries.	i. Recognize the long-range consequences of a poor diet. ii. Identify safety gear necessary for injury prevention. iii. Introduce and discuss risk factors of STDs.
	b. Examine and evaluate how the actions of one person affect the behaviors of others.	i. Compare and contrast long-range consequences of positive and negative interactions. ii. Discuss and debate alternative choices to school violence.

	c. Describe high-risk substance abuse situations and behaviors that pose a risk to one's self and others.	i. Identify and demonstrate refusal skills in situations influenced by substance abuse. ii. Role-play various situations where refusal skills are necessary. iii. Brainstorm alternative strategies to avoid involvement in negative situations.
	d. Describe the impact of risky behaviors on personal and family health.	i. Invite a law enforcement officer to discuss legal ramifications involving use/possession of illegal substances.

825. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to use communication skills to enhance health.	a. Describe the causes and effects of conflict in schools and families.	i. List typical conflicts found in schools (bullying, hazing, teasing, sexual harassment). ii. Discuss win/win solutions. iii. Apply conflict resolution skills through role-playing.
	b. Demonstrate refusal and decision-making skills that enhance personal relationships including substance use and abuse.	i. Model refusal skills to primary grades through role-plays. ii. Apply refusal skills in various situations (stealing, cheating).
	c. Explain interpersonal communication skills that can be used to build interactions between family, friends, and community.	i. Identify and practice communication skills ("I" and "You" statements). ii. Discuss the benefits of good communication skills and how they relate to the interaction between family, friends, and community.

826. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Evaluate the validity of health information, products, and services.	i. Identify the effects of fads and consumer choices. ii. Analyze factors and situations that influence personal selection of consumer products and services. iii. Design a multimedia presentation on health products and services.
	b. Analyze how the media influences information about tobacco, alcohol, and drugs.	i. Discuss the advertising techniques used by tobacco, alcohol, prescription, and non-prescription drug companies.
	c. Determine health resources available in personal community and state.	i. List available health information resources (Internet, media, periodicals). ii. Recognize community resources for health service.

827. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Analyze skills that positively express personal emotions and feelings.	i. List emotional needs. ii. Discuss depression and possible consequences.
	b. Analyze the influence exercise has on relieving mental and emotional tension.	i. Demonstrate stretching exercises and relaxation techniques and discuss the benefits for relieving tension/stress. ii. Analyze the benefits of cardio-respiratory exercise and its effect on mental and emotional wellness.
	c. Identify skills necessary for stress management, decision-making, and managing conflicts.	i. List methods of stress management. ii. Demonstrate decision-making skills in conflict management situations. iii. Identify coping strategies.
	d. Explore aspects of emotional safety.	i. Role-play situations where one might feel emotionally unsafe. ii. Develop a safety audit for the school addressing safe and unsafe situations and places (bathrooms, bus stop, hallway, play ground).
	e. Explore factors that influence the use of alcohol, tobacco, and drugs.	i. Explain how family and friends influence our behaviors and choices. ii. Identify situations where students use substances to meet emotional needs. iii. List addictive behaviors.

828. -- 830. (RESERVED).**831. HEALTH STANDARDS - MIDDLE GRADES, (GRADES 7-8), SECTIONS 832 THROUGH 836.**

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

832. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire the essential skills to lead a healthy life.	a. Identify the components of physical fitness.	i. Define the five components of physical fitness: muscular strength, muscular endurance, flexibility, cardio-respiratory endurance, and body composition. ii. Design an exercise program.
	b. Identify the prevention, causes, symptoms, treatment, and consequences of diseases and disorders.	i. Research and present a report on a specific disease or disorder. ii. Write a reaction paper or journal entry on a guest speaker. iii. Differentiate between communicable and non-communicable diseases.

	c. Demonstrate knowledge of basic first aid and injury prevention.	i. Perform the RICE (rest, ice, compression, and elevation) treatment. ii. Perform rescue breathing, abdominal thrusts, Heimlich maneuver, first aid, and CPR techniques on mannequins or models. iii. Discuss Universal Precautions (washing hands and disposal of body fluids). iv. Identify safety precautions to prevent and/or reduce injury.
	d. Explain the relationship among mental/emotional, physical, and social health as a basis for wellness.	i. Draw, label, and discuss the relationship among the components of health. ii. Explain the Health/Illness (Wellness) Continuum.
	e. Recognize the impact of substance abuse on personal health.	i. Analyze how short and long term goals are affected by alcohol, tobacco, and other drug abuse.
	f. Identify how food choices affect health.	i. Analyze the immediate and long-term benefits of eating breakfast. ii. Discuss personal experiences of positive and negative food choices. iii. Keep a diary of a day's diet and analyze it. iv. Design a personal diet based on nutritional needs.
	g. Label the major components of each body system and identify the relationship to overall health.	i. Identify the major body systems and their functions and relationships to one another.
	h. Analyze the importance of healthy relationships.	i. Describe the role of families and friends in affecting our health. ii. Discuss the importance of good communication skills.
	i. Examine environmental health and recognize how it relates to a healthy lifestyle.	i. Identify sources and causes of environmental health risks. ii. Recognize the environmental risks within your community.

833. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Identify risk factors that lead to STDs and pregnancy.	i. Explain how STDs are caused, transmitted, treated, and prevented. ii. List the early symptoms and long-term consequences of STDs. iii. List community resources for testing and treatment. iv. List the benefits of abstinence.

	b. Evaluate the impact of risky behavior on personal health.	i. Discuss the leading causes of teen mortality. ii. Explain how the cumulative effects of poor health choices impact the well-being of the individual. iii. Determine how one's heredity, environment, and personal choices contribute to diseases and disorders.
	c. Identify the short-term effects and long-term consequences of substance abuse.	i. Discuss how chemical substance use and abuse can affect personal goals and opportunities. ii. Explain the effects of drug interactions on the body. iii. Recognize that chemical substance dependencies are preventable and treatable and identify appropriate community resources.
		iv. Analyze the relationship of dependency, tolerance, and withdrawal. v. Explain school policies and Idaho laws regarding the unlawful use of chemical substances.

834. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to use communication skills to enhance health.	a. Describe and explain the causes and effects of conflict in schools and families.	i. Identify potential conflict situations in the schools setting. ii. Apply conflict resolution skills (mediate, negotiate, compromise). iii. Identify resource personnel (teachers, administrator, friends, parents). iv. Identify and explain how the individual's role is important in the family.
	b. Demonstrate communication skills that enhance personal relationships.	i. Identify the skills needed to promote respect for self and others. ii. Practice coping skills, affirmations, refusal skills, and conflict resolution.

835. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Analyze the validity of health information, products, and services.	i. Analyze food labels. ii. Analyze advertising techniques. iii. Recognize the advantages and disadvantages of different treatments (proven, unproven, experimental). iv. Analyze factors and situations that influence personal selection of consumer products.

	b. Identify the available resources that provide health care services and information.	i. List available health information resources (Internet, media, and periodicals). ii. Recognize community resources for health service.
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836. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Identify mental and emotional disorders.	i. Identify the early warning signs of depression. ii. Role-play defense mechanisms. iii. Recognize eating disorders. iv. Assess situations in which a person should seek help for oneself or others.
	b. Recognize the personal aspects of mental and emotional health.	i. Identify the stages of the grieving process. ii. Recognize methods to build self-esteem. iii. Analyze personal behaviors and attitudes and how they relate to mental and emotional wellness.
	c. Identify stressors and techniques for stress management.	i. Identify the difference between positive and negative stress and its effects on the individual. ii. Identify positive techniques that help deal with stress.
	d. Demonstrate aspects of emotional safety.	i. Define types of harassment. ii. Develop strategies for dealing with harassment.
	e. Analyze factors that influence the use of alcohol, tobacco, and drugs.	i. Discuss various factors impacting addiction. ii. Identify types of intervention.

837. -- 839. (RESERVED).

840. HEALTH STANDARDS. – GRADES 9 THROUGH 12, SECTIONS 841 THROUGH 845.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

841. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire the essential skills to lead a healthy life.	a. Assess the benefits of proper nutrition and regular physical activity on the health of humans throughout the life cycle.	i. Design a personal plan to maintain a healthy body through healthy dietary habits and regular physical activity on the body systems. ii. Use nutritional information to design a healthy diet (product labels and established dietary guidelines). iii. Explain the immediate and long-term benefits of nutrition and physical activity on the body systems.

	b.	Assess how personal health issues change during life (puberty, aging, disability, serious illness/injury).	i. Describe physical and mental changes that occur during life. ii. Identify and recognize the challenges of individuals with disabilities.
	c.	Evaluate the psychological, social, emotional, and physical implications of human sexuality in developing and maintaining a responsible and healthy lifestyle.	i. Recognize how sexual decisions are influenced by external pressures (community, media, peers). ii. Describe human fetal development from conception through birth. iii. Identify social, emotional, intellectual and economic aspects of sexual relationships. iv. Identify threats to personal safety (incest, rape, date rape). v. Identify and recognize abstinence as the surest method to prevent pregnancy and STDs.
	d.	Demonstrate knowledge and concepts of basic injury prevention, emergency care, and crisis management procedures.	i. Identify behaviors and situations that impair personal safety and require intervention (injuries and other crises). ii. Identify the appropriate responses to life threatening and non-life threatening emergencies (CPR, Heimlich maneuver, emergency medical systems, first aid). iii. Identify the local support systems concerning personal safety (family, teachers, emergency response personnel, American Red Cross, religious advisors, friends, counselors). iv. Describe and compare health and safety methods that reduce risks (wearing seat belts, wearing helmets, using sunscreen).
	e.	Identify and evaluate the prevention, causes, symptoms, treatment, and consequences of diseases and disorders.	i. Describe the causes, preventive methods and available treatment for chronic diseases (heart disease, stroke, cancer, diabetes). ii. Describe the causes of infectious diseases (hepatitis, STDs, colds, flu, mumps, measles). iii. Identify way that infectious diseases are spread, the means of prevention, and available treatment options.
	f.	Assess environmental and other external factors that affect individual and community health (public health policies, governmental regulations, research).	i. Analyze how public health policies and governmental regulations influence wellness and disease prevention. ii. Identify sources and causes of environmental health risks (air, soil, sun, water, noise, food, chemicals). iii. Explain interrelationships between the environment, individual, and community health.

		iv. Describe how individuals, communities, and governments can prevent and correct health threatening environmental problems through the use of recycling, restaurant inspections, and OSHA standards. v. Analyze how prevention and control of health problems are influenced by research and health care advances (immunization and health research).
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842. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Assess the consequences of sexual activity (unplanned pregnancy, STDs, emotional distress).	i. Explain how STDs are caused, transmitted, treated, and prevented. ii. List early symptoms and long-term consequences of STDs. iii. Explain the physical, social, ethical, emotional, intellectual, and economic consequences of sexual activity (unplanned pregnancy, quality of life, child abuse, goals, self-esteem, STDs). iv. Analyze how family, peers, and media influence sexual decision-making (critique TV ads, social norm development, and family interpersonal communications). v. Identify and evaluate the effectiveness of prevention methods (including abstinence) in relation to pregnancy and STDs.
	b. Assess the short and long-term consequences of tobacco, alcohol, and other drugs (use, misuse, abuse, dependency).	i. Evaluate how the use, misuse, and abuse of alcohol and other drugs contribute to health problems, accidents, crime, and suicide. ii. Recognize that alcohol, tobacco, and other drug dependencies are preventable and treatable disease/ conditions and identify appropriate community resources. iii. Explain how alcohol, tobacco, and other drug dependencies are preventable and treatable diseases/ conditions and identify appropriate community resources. iv. Explain the effects of drug interactions on the human body (prescription and non-prescription/over-the-counter, legal, illegal drugs). v. Identify positive alternatives to substance use, misuse, and abuse. vi. Analyze the relationship of dependency, tolerance, and withdrawal. vii. Explain Idaho laws regarding the unlawful use of chemical substances.

	c. Evaluate the impact of risky behaviors on personal and community health.	i. Discuss the leading causes of teen mortality and formulate methods of prevention (accidents, suicide, homicide). ii. Compare how alcohol, tobacco, and other drug use and non-use impact personal goals, economics, educational opportunities, and occupational choices. iii. Determine how one's genetics and health choices contribute to disease (heredity, physical inactivity, hygiene, nutrition, stress, environment, infection). iv. Explain how the cumulative effects of poor health choices impact the physical, emotional, financial, and legal well being of the individual, family, and community.
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843. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to use communication skills to enhance health.	a. Analyze the causes and effects of conflict in schools, families, workplaces, and communities.	i. Explain what is meant by the terms "harassment," "hazing," "peer pressure," "gangs," "violence," and "weapons." ii. Develop action plans to deal with inter-personal conflicts.
	b. Demonstrate and evaluate communication skills that enhance intra-personal health (coping skills, self-efficacy, affirmations, refusal skills, conflict resolution).	i. Identify factors that promote a positive self-image (positive self-talk, respect for self, respect for authority, respect for others, recognition of the right to be assertive). ii. Identify ways of resisting persuasive tactics in regards to self-defeating behaviors (negotiating, using refusal, decision-making skills).
	c. Relate how effective interpersonal communication skills can be used to build, maintain, and enhance interactions between family, peers, workplace, and society.	i. Demonstrate various strategies for enhancing interpersonal relationships (collaboration, negotiation, decision-making, refusal skills, conflict resolution).

844. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Evaluate the validity of health information, products and services (advertising claims, quackery, fraudulence, health-related research).	i. Identify health services and information that are proven, unproven, or fraudulent. ii. Explain the concept of the Patient's Bill of Rights.

	b. Evaluate resources from home, school, library, and the community that provide valid health care information.	i. Match various health care needs and problems with associated local health care service agencies, clinics, and other advisory services. ii. Compare and contrast local community resources that provide health information and services (family, school, church, friends, counselors, hospitals, emergency response personnel, recreation centers, pharmacies). iii. Apply critical thinking skills to analyze marketing and advertising methods for influencing health care choices.
	c. Evaluate factors and situations that influence personal selection of health care products and services (when to seek treatment, when or what product to use).	i. Apply critical thinking skills to analyze marketing and advertising methods for influencing health choices (food, medicines, products). ii. Identify, recognize and discuss favorable and unfavorable health care practices that are directly affected by a variety of persuasive sources (peers, media, advertising). iii. Evaluate how values, attitudes, and beliefs impact consumer choices about health care issues.
	d. Analyze the cost and accessibility of health care services.	i. Differentiate between short and long-term health care services (inpatient, outpatient, emergency, alternative services). ii. Identify the cost and benefits of various health plans (Preferred Provider Organization (PPO), Health Maintenance Organization (HMO), traditional and alternative health care services).

845. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Assess strategies for coping with and overcoming feelings of stress (rejection, social isolation, other forms of stress, burnout).	i. Differentiate between mental, emotional, and physical causes of stress. ii. Identify positive techniques that help one deal with stress. iii. Develop a stress management program.
	b. Identify methods for addressing mental and emotional concerns (depression, grief, eating disorders, suicide).	i. Discuss the stages of the grieving process and methods of coping. ii. Identify positive coping behaviors for dealing with life change situations (moving, change in employment, divorce, death, rape, incest, abuse, suicide). iii. Discuss the interrelationship between mental and emotional health. iv. Identify and develop a personal support system for mental and emotional health (home, school, community resources). v. Assess situations (when and where) in which one should seek help for oneself or others.